DOCUMENT RESUME

ED 478 554 EC 309 704

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TITLE	Assessment of Exceptional Students: Educational and Psychological Procedures. Sixth Edition.
ISBN	ISBN-0-205-35107-7
PUB DATE	2003-00-00
NOTE	575p.; For the fifth edition, see ED 436 064.
AVAILABLE FROM	Allyn & Bacon, 75 Arlington St., Suite 300, Boston, MA 02116 ($86). Tel: 800-666-9433 (Toll Free); Web site: http://www.ablongman.com.
PUB TYPE	Books (010) -- Guides - Non-Classroom (055) -- Information Analyses (070)
EDRS PRICE	Document Not Available From EDRS.
DESCRIPTORS	Ability; Academic Achievement; Achievement Tests; Adaptive Behavior (of Disabled); Cognitive Tests; Curriculum Based Assessment; *Disabilities; Early Childhood Education; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Informal Assessment; Intelligence Tests; Models; *Student Evaluation

ABSTRACT

This text on the assessment of students with disabilities is divided into six major parts. Part 1, "Introduction to Assessment, Issues and Concerns," discusses the historical, philosophical, legal, practical and ethical bases of assessment and proposes an assessment model. Part 2, "Informal Procedures: Basic Tools for Teachers," includes chapters on observational assessment, criterion-referenced testing and curriculum-based assessment, and portfolio assessment and other alternative procedures. Part 3, "Assessment of Abilities," addresses the assessment of intelligence, adaptive behavior, behavior and emotional states, and oral language. Part 4, "Assessment of Achievement," considers assessment of general achievement, reading, mathematics, and written expression. Part 5, "Special Assessment Considerations," includes chapters on comprehensive assessment systems, early childhood assessment, and vocational/transitional assessment. The last part, "Examples: Putting It All Together," offers two detailed case studies. Appendices provide definitions and assessment profiles for selected categories, a functional behavioral assessment form and lists of instruments for measuring processing skills, instruments for measuring traumatic brain injury, and cognitive measures for special populations. (Contains more than 1,200 references.) (DB)

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